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ABSTRACT

This action research project examined the effectiveness of an intervention to improve social skills in order to improve student behavior, reduce off-task behavior, and reduce loss of instructional time. The targeted population was a sixth grade class with 25 students in an elementary school in a rural setting. The problem of student behavior, off-task behavior, and loss of teaching time was documented through anecdotal records, teacher and student surveys, and teacher observations. The 15-week intervention focused on conflict resolution and off-task behavior and was provided in lessons 3 times weekly for 20 minutes. Specific social skills lessons dealt with talking out of turn, disturbing others, leaving seat without permission, talking back to teacher, lying, stealing from others, and staying on task. The effectiveness of the social skills instruction was determined through pretest/posttest comparisons on: (1) a student survey assessing how well the student got along with family and classmates, their behavior at school, and whether they liked school, their teachers, and themselves; and (2) observations of student behavior in different classroom settings. Findings indicated that the intervention improved student behavior. Many students were positively influenced by the strategies and their social skills improved. Decreases were found in talking out of turn, off-task behavior, disturbing others, and talking back to teacher. However, there were increases from the pretest to the posttest on lying, leaving seat without permission, and stealing from others. (Three appendices contain the teacher and student surveys and the observation checklist. Contains 22 references.) (KB)

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IMPROVING STUDENT BEHAVIOR THROUGH SOCIAL SKILLS INSTRUCTION

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ABSTRACT

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IMPROVING STUDENT BEHAVIOR THROUGH SOCIAL SKILLS INSTRUCTION

This report describes a program for improving social skills in order to, improve student behavior, reduce off-task behavior, and reduce loss of instructional time. The targeted population is a 6th grade class with 25 students in a self contained classroom located in a rural setting. The problem of student behavior, off-task behavior, and loss of teaching time were documented through anecdotal records, teachers surveys, student surveys, and teacher observations.

Analysis of probable cause data gathered indicated that the lack of parental involvement, low socioeconomic factors, and dysfunctional families are definite factors leading to the problem. Direct observation confirms these findings.

A review of the solution strategies suggested by knowledgeable others combined with an analysis of the problem, has resulted in the implementation of direct social skills instruction. This intervention will emphasize conflict resolutions and off task behavior.

The intervention improved student behavior. Many students were positively influenced by the strategies and their social skills improved. It is the opinion of the researchers that direct social skills instruction should be used as part of the regular school curriculum.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Students in the targeted class exhibited a lack of social skills that interfered with their interaction with others, staying on task, and their academic growth. Evidence of this problem included teacher observation, anecdotal records, and assessment of student academic performance. The targeted class was a sixth grade self-contained class that was part of a K-6 elementary school organization.

Immediate Problem Context

The targeted school had 603 students with an average of 25 students per class. Of those students 83% were White, 9% were African American, and 8% were Hispanic. In this school 54% of the children were from low income families. Seven percent of the children had limited English proficiency. The School had a 92% attendance rate, a 4% chronic truancy rate, and a 20% student mobility rate.

Of the 600 students in the school 380 were entitled to free or reduced lunch for a percentage of 63%. The rate for the entire district was 52% of the students on free or reduced lunch.

Average years of experience for the teaching staff was 18

years. There were about 100 full-time teachers in the targeted district. In the elementary school, 87% of the teachers were female. In the junior high 31% of the teachers were female.

The school for the targeted classes was in a 50 year old three-story building. The first two floors were for the elementary classes and three resource classes for children with special needs. The third floor was used for the junior high classes. On the second floor there was an addition that housed a music room, a band room, a computer lab, and three special education rooms. On the main level of the building there were two gymnasiums, a cafeteria, offices for the secretary, principal, and dean of students. This building also housed the school district's administrative offices.

The school district had an after-school tutoring program called ABCD. The program was aimed at helping students with no place to go after school who also needed extra academic help or students whose parents worked late. The Tutoring Center was another tutoring program for children who needed extra help with academics. There was also a very strong parent-teacher organization that raised money for the classroom field trips and also provided a variety of other activities that benefited the children. There were two organizations that helped the children overcome social and emotional problems and provided counseling for the children and their families.

Several classes were offered for students in the school. Among the classes offered were science, social studies, language arts, reading, mathematics, art, music, computer, and physical education. Extracurricular activities for students were provided

in a variety of sports and music. Sports available to students were volleyball, football, basketball, track, cheerleading, wrestling, and pompons.

The Surrounding Community

The school district was located in a small western Illinois town. The population of the town was about 13,000 people. The county population was 50,000. There were two separate public school districts, two parochial schools, and a special education district in the community. One of the parochial schools was K-8 and the other K-6. In the targeted district there were four elementary schools that fed into one junior high school. The total population of the school district was 1,850 students. Teachers in the district average years of teaching experience was 18 years. The percentage of teachers with bachelors degrees was 58%. Those teachers with masters degrees was 42%. Pupil to teacher ratio for the elementary (K-8) was 22 to 1. For secondary (9-12) school the ratio was 23 to 1, and pupil-administration ratio was 425 to 1. The average teacher salary was $36,000 and the average administrative salary was $77,000.

The community offered many things for active people. The YMCA offered the community many programs for youths and adults. For children the YMCA offered basketball, hockey, soccer, tumbling, and swimming. Adults had a Nautilus center, a whirlpool, weight lifting, an indoor track, volleyball leagues, and racquetball. The Park District had an 18 hole public golf course, several baseball and softball diamonds, and tennis courts, and they were beginning construction on a new aquatic center. The park district had a youth activities director who was responsible for a very strong

summer baseball program, 3-on-3 basketball tournaments, golf lessons, and soccer. There was one bowling alley that had several adult and youth leagues all year round.

In the town, the labor force was made up of 24% manufacturing, 19% wholesale and retail, and 29% professional services. There were three major manufacturing business that employed approximately 1,500 people. The hospital and its clinics employed around 450 people. Thirty-two percent of the families that worked earned less than $15,000 a year.

Regional and National Context

One of the biggest problems teachers faced was in the classroom. This was a problem for all teachers, veterans as well as new teachers. Many teachers in teacher education schools feel they have the knowledge and the ability to teach but their biggest fear was the classroom discipline problem. This was not a unique problem for teachers today. Bennett and Rolheiser - Bennett (1992) stated that classroom management has been a problem that educators have been wrestling with since the beginning of schools. They also said that according to a Gallup poll discipline was always a teacher's top concern.

Many teachers felt they spend too much time dealing with disruptive behavior and having to do that took a lot of time away from valuable instruction time. As a result, students were cheated out of important learning time. Nowacek (1988) also stated that lack of motivation may be the most familiar type of social skill problem. Cummings and Haggerty (1997) stated that teachers teaching social skills report long-term improvements in their students' behavior.

Since these researchers and knowledgeable others agree that far too much valuable instructional time is wasted dealing with disruptive behavior in the classroom, they found a great need for the direct instruction of social skills. The general education classroom can be an ideal location for social skills instruction as stated by Maag and Webber (1995). Cummings and Haggerty (1997) agreed that social skills instruction can have a long term positive effect on students.

Chapter 2

Problem Evidence and Probable Cause

In the targeted sixth grade class evidence of poor socialization skills was gathered by the use of several instruments. Those instruments consisted of a teachers' survey of behavior in the building, a student survey regarding behavior, anecdotal records of student behavior collected by their teachers, and an observation checklist of student behavior.

Teachers were surveyed at the targeted school using a checklist developed by the researchers. Teachers who taught art, physical education, music, computer, and home room on a weekly basis to the targeted class were selected to fill out the teachers' survey.

The completed teachers' surveys (Appendix A) indicated the existence of disruptive student behavior. The responses in Table 1 of a "significant amount," "several," or "a few" were totaled to indicate that all of the responding teachers felt the students in the classrooms exhibited low self esteem. Responses of "hardly any" were interpreted to indicate little evidence of concern. Eighty percent of the respondents indicated students had problems working in groups. All the respondents indicated that students showed little or no respect for other students. All of the

respondents agreed that students showed little or no respect for adults. Sixty percent of the teachers surveyed felt students do not follow classroom rules. All teachers agreed that discipline problems take away from instructional time. Also, all teachers felt they had more discipline problems today than five years ago.

Table 1

Number of Teacher Responses in Each Category on Teacher Survey September, 1998

	Most	Several	Few	Hardly any
1. Students have a difficult time working in groups.	3	1	1	0
2. Students show little or no respect for other students.	2	2	1	0
3. Students show little or no respect for adults.	3	1	1	0
4. Students do not follow classroom rules.	0	1	2	2
5. Discipline problems interfere instructional time.	5	0	0	0
6. Behavior problems are sent out of class.	3	2	0	0
7. Do you have more discipline problems now than five years ago?	5	0	0	0

Twenty-five students in the targeted sixth grade classroom responded to a student survey created by the researchers. (Appendix B) These results were reported in table 2.

Table 2

Number of Student Responses in Each category on Student Survey September, 1998

	Always	Most of the time	Sometimes	Never
1. Do you like yourself?	3	13	8	1
2. Do you have friends?	18	6	1	0
3. Do you get along with your classmates?	3	13	8	1
4. Do you get along with your family?	5	15	5	0
5. Do you act the same way at school that you do at home?	5	8	7	5
6. Do you like school?	2	4	16	3
7. Do you like your teachers?	6	12	6	1
8. Do you like working in groups?	13	5	5	2
9. Do you like the other students in the class?	4	13	7	1
10. Do you think you are well behaved?	4	11	9	1

The responses of "always" and "most of the time" indicated strong evidence of a positive nature. The responses of "sometimes" and "never" indicated evidence of a less than positive nature. The results of the self esteem part of the survey (questions 1-2) showed that the student feelings of self esteem were mostly positive. Student responses dealing with getting along with others (questions 3-6) indicated that the responses were generally positive. The final section of the survey (questions 7-10) indicated a positive feeling of the students toward school and their teachers. As expected, the results of the students' survey showed some different results than that of the teachers' survey. These differences could be attributed to the fact that sixth grade students had not had a great deal of experience in self evaluation. They might not be able to recognize that their social skills need improvement. They may not have been able to understand the effect their feelings of self esteem and their feelings towards school had on their classroom behavior.

Teachers' observations were also used as an additional method of collecting data. The reports of anecdotal records (Appendix C) confirmed the need to address student behavior. Table 3 showed the average number of disruptive behaviors from ten different observations of the targeted sixth grade classroom. In general those tallies and anecdotal comments confirmed the need to develop cooperative learning strategies, social skills, and student self esteem in order to decrease disruptive behavior by the students.

Table 3

Average Results of Ten Observations of Student Behaviors in the Targeted Sixth Grade Class September, 1998

	OBSERVED BEHAVIORS	TOTAL
1.	Talks out of turn	7.6
2.	Disturbs others	5.8
3.	Leaves seat without permission	2.5
4.	Talks back to teacher	4.2
5.	Lies	1.4
6.	Steals from others	1.3
7.	Off task	6.5
	TOTAL DISRUPTIONS	29.3

Probable Cause

An analysis of school records indicated that 54% of the targeted school population were members of low income families. Additionally 40% of targeted students came from non-traditional family structures. While non-traditional family structures were not proven to cause inappropriate behavior, a higher evidence of inappropriate behavior occurred in children from these families.

Dysfunctional families may place children in positions where normal acquisition of social skills may be difficult. Increasingly children come to school with few if any social skills being learned at home (Warger and Rutherford,1996).

Teachers in all grades reported an increase in fighting, teasing, name-calling and other acts of unkindness in the classroom setting (Kreidler, 1994). Garbarino (1997) felt that social life was more at risk than it was 40 years ago. In 1976 10% of children were judged to be candidates for therapy and by 1989, 18% of students were in need of therapy. The researchers overwhelmingly agreed that more and more children were in greater need of social skills instruction.

Garbarino (1997) also felt a big reason for the increase in social behavior problems was the decrease in the amount of time parents were spending with their children in constructive activities. Barreth and Berman (1997) also agreed stating children today face an extremely challenging social environment. Too many young people feel hopeless, helpless, and powerless. As a result of this lack of parental involvement schools need to spend more time teaching social skills. Kin, Downs and Black (1988) said that social skills are life skills needed to function in society. Social behavior was an acquired skill that must be taught, learned and mastered.

These researchers found that lack of parental involvement, dysfunctional families, and students' social skills lead to a great loss of instructional time in the classroom. These researchers agreed with knowledgeable others that social skills are acquired skills that must be taught, learned, and mastered.

Chapter 3

The Solution Strategy

Literature Review

Various trends in education have come and gone. Experienced teachers have watched these trends swing one way and a few years later swing back. Cooperative learning has been used to promote both academic achievement and pro social attitudes (Quinn, Jannasch-Pennell, & Rutherford,1995). Johnson and Johnson (1982) found that students with severe behavioral problems who were included in cooperative learning groups had more positive peer interactions during instruction, formed more interpersonal attractions with the other students in their groups, and had higher levels of academic achievement than did children mainstreamed into settings using individualized learning.

When addressing verbal or physically aggressive behavior and off-task behavior in the classroom, support can be found in professional literature for direct instruction in social skills through cooperative learning. Discipline was ranked as the number one problem for parents and educators for the last fifteen years as stated by Evanston and Harris (1992). Warger and Rutherford (1996) stated that children increasingly come to school needing to be taught social skills because more students are required to demonstrate social skills during academic lessons.

Further, the value of conflict resolution training and participation in cross-aged tutoring and mentoring has been cited by Sutton (1992). According to Sutton (1992) social skills training and cooperative learning can bring great success in school. Bellanca and Fogarty (1991) reported that schools must become caring and moral communities. Schools need to teach children the values that are not taught at home, and enable them to feel cared about, to control their anger, and to attend to their education. Working on social skills through cooperative learning from the very beginning of the year will prepare students to grasp their school work more firmly because there will be more time on task and fewer disruptive behaviors.

Brown, McEvoy, and Bishop (1991) said success in school depends on students mastering many behaviors that cannot be taught as academic skills. Children who fail to acquire appropriate social skills have a lower probability of completing school, becoming employed, and becoming well adjusted adults, as stated by Elksnin and Elksnin (1998).

The researchers suggested that in the past classroom management programs heavily relied on adults monitoring student behavior. This approach did not empower students. Such programs as Assertive Discipline, Reality Therapy, and Teacher Effectiveness Training are methods of dealing with threats to classroom order. However Artzt (1994) stated that teachers can open doors of communication through instruction of social skills and cooperative learning. Also social skills should be taught in small groups rather than being taught to individuals, as stated by Carter and Sugai (1989). The development of community in the classroom

resulted when conflicts were resolved cooperatively (Shaw, 1992). Bellanca (1991) maintained that learning how to deal with and resolve conflict was a central social skill for children to acquire. Students who were taught to approach conflicts positively, with specific conflict resolutions skills, had an important resource for dealing with others throughout life (Shaw, 1992).

According to Lawhon (1997), social skills needed to develop friendships can be taught. Jones (1994) stated that any program teaching social behavior needs to involve some act of modeling by the instructor. Warger and Rutherford (1993) felt that students must demonstrate academic and social competence to be successful in school. McGuire (1997) stated that students learning social skills acquire values needed to achieve good citizenship. These are main reasons why teachers need to demonstrate and set aside time in their curriculum for the direct instruction of social skills.

Action Plan

As a result of direct instruction of social skills during the period from October 1998 to February 1999 the students in the targeted sixth grade class will improve their classroom behavior as measured by anecdotal records and a teacher observation checklist.

Processes used to accomplish these objectives included:

A. Develop instructional materials for direct instruction of social skills.

B. Apply learned social skills procedures in classroom management

C. Model and use cooperative learning activities to enhance social skills

ACTION PLAN

The following outline reflects the work of the authors. These Social Skills lessons will be taught three times a week for twenty minutes.

Week 1

I. Introduction of social skills

Monday

A. Organize class structure by base and task groups

1. Base groups stay together for twelve weeks: will be used for support and bonding

2. Task groups created for instruction in academics will also stay together for twelve weeks

Wednesday

B. Series of social skill lessons

1. Talking out of turn

a. objective: learn importance of waiting for turn to talk

b. Procedure: group in threes or fours issue one sheet of newsprint, each group brainstorms why talking in turn solves chaos

Friday

2. Disturbing others

a. Objective: learn the importance of why you should not disturb others

b. Procedure: group in threes or fours , discuss own feelings when disturbed come together and have a whole class discussion

3. Leaves seat without permission

a. Objective: learn importance of getting permission to leave seat

b. Procedure: Divide into task groups and discuss why students should get permission to leave seats and have a class discussion sharing ideas

Week 2

Monday

4. Talking back to teacher
   a. Objective: Learn importance of being polite and courteous
   b. Procedure: Break into task groups, write down personal feelings when being talked back to
   c. Have whole class discussion sharing ideas

Wednesday

5. Lies
   a. Objective: learn importance of being honest
   b. Procedure: Break into groups discuss feelings about being lied to
   c. Come together with whole class discussion

Friday

6. Steals from others
   a. Objective: Learn importance of being trustworthy
   b. Break into groups to discuss consequences of stealing
   c. Have whole class discussion of ideas and list answers on blackboard

Week 3

Monday

7. Staying on task
   a. Objective: Learn importances and advantages of staying on task
   b. Procedure: Base groups discuss advantages of staying on task
   c. Come together and list answers on newsprint to be displayed in room

Every Monday morning we will review lessons for social skills appox. 15-20 minutes and the importance of utilizing these skills not only at school but outside of class. For the next twelve weeks these lessons will be integrated into the curriculum two to three times per week.

Methods of Assessment

To assess the effectiveness of the interventions the researchers will administer teacher surveys regarding behavior and use observation checklists, anecdotal records, and student surveys.

Chapter 4

PROJECT RESULTS

Historical Description of Project

The problems the researchers addressed were off task and aggressive behavior of the students in the classroom. The purpose of this project was to reduce behavioral problems in the targeted sixth grade classroom. The behavioral problems were disrupting student instructional time and student involvement in learning. The methods chosen to address the problem included teaching social skills through cooperative learning, providing conflict resolution training,and facilitating and enhancing student self-esteem and empathy towards others. The interventions were initiated during a sixteen week time frame beginning in September 1998 and concluding in January 1999.

At the beginning of the school year the class was organized into cooperative groups. Social skills lessons were taught once a week and practiced at least three times a week in content areas. The social skills that were specifically stressed included: not talking out of turn, not disturbing others, leaving seat without permission, not talking back to teacher, truth, honesty, and staying on task. Teacher input was sought through the use of a survey (Appendix A). Results of this survey established the need

for the project. The process began with a recognition of the need for positive self awareness through a student pre-project survey. After analyzing the collective data the researchers decided the plan of action to be followed. Conflict resolution strategies were provided through whole class instruction and cooperative groups. During the months of September to January, the action plan called for lessons stressing one social skill a week. The first lesson was learning to work together and getting along with one another by learning to take turns. This was taught by implementing a student survey (Appendix B), putting students into their cooperative groups, and discussing what they themselves could do to solve the problem of not taking turns. The students' ideas were put on newsprint and hung up around the room as a reminder to the students of how not taking turns can lead to chaos in the classroom. Then the instructor would go over the newsprint charts before each social skill lesson.

A variety of Social Skills lessons followed weekly, including films on working together, talking out of turn, how to listen, conflict resolution, and being honest. The students would move into their cooperative groups and list on newsprint the ways they could improve each area of social skills and, again, the newsprint was hung around the room as a reminder to the students. Role playing was also used on occasion to emphasize the importance of the lessons. The researchers, in collaboration with other teachers, made observations using the teacher observation checklist (Appendix C).

Presentation and Analysis of Results

To enable the researchers to evaluate the outcomes of social skills instruction the student surveys were readministered. The results of the second survey are reported in table 4.

Table 4

Number of Responses on Student Survey January,1999

	Always	Most of the time	Sometimes	Never
1. Do you like yourself?	6	11	6	2
2. Do you have friends?	21	4	0	0
3. Do you get along with your classmates?	4	13	7	1
4. Do you get along with your family?	10	8	7	0
5. Do you act the same way at school that you do at home?	4	11	6	4
6. Do you like school?	4	7	11	3
7. Do you like your teachers?	8	13	4	0
8. Do you like working in groups?	13	5	7	0
9. Do you like the other students in the class?	2	16	7	0
10. Do you think you are well behaved?	5	11	8	1

The results of the student post-implementation survey was compared to the pre-implementation student survey in Table 5. The responses of "always" and "most of the time" indicated strong evidence of a positive nature. Questions one and two dealt with self esteem. The results showed that the targeted students had an 8% increase in positive self esteem. The responses of sometimes and never indicated evidence of a less than positive nature. Therefore negative self esteem decreased by 8%. Student responses dealing with getting along with others (questions 3-6) indicated a 24% increase of a positive nature after the intervention. The final section of the survey (questions 7-10) dealt with feelings of the students towards school and their teachers. After the intervention the results indicated a 20% positive increase in the students thoughts towards school and teachers.

Table 5

Number of Responses on Student Survey September,1998 and January 1999

	Always		Most of Time		Sometime		Never	
	Sept	Jan	Sept	Jan	Sept	Jan	Sept	Jan
1. Do you like yourself?	3	6	13	11	8	6	1	2
2. Do you have friends?	18	21	6	4	1	0	0	0
3. Do you get along with your classmates?	3	4	13	13	8	7	1	1
4. Do you get along with your family?	5	10	15	8	5	7	0	0
5. Do you act the same way at school that you do at home?	5	4	8	11	7	6	5	4
6. Do you like school?	2	4	4	7	16	11	3	3
7. Do you like your teachers?	6	8	12	13	6	4	1	0
8. Do you like working in groups?	13	13	5	5	5	7	2	0
9. Do you like the other students in the class?	4	2	13	16	7	7	1	0
10. Do you think you are well behaved?	4	5	11	11	9	8	1	1

Table 6 provides a visual representation of an average of ten surveys on observed student behaviors of the targeted sixth grade class in different classroom settings. Again, a decrease in discipline incidents was noted in the majority of categories. The interventions appear to have had a positive effect on most of the targeted behaviors.

Table 6

Average Results of Ten Observations of Student Behaviors in the Sixth Grade Class in September, 1998 and January, 1999

	September	January
1. Talks out of turn.	7.6	4.7
2. Disturbs others.	5.8	3
3. Leaves seat without permission.	2.5	2.9
4. Talks back to teacher.	4.2	2.7
5. Lies	1.4	1.7
6. Steals from others.	1.3	1.4
7. Off task	6.5	4.9
Total disruptions	29.3	21.3

Table 6 documented that the largest number of discipline incidents in the targeted class occurred when students talked out of turn. There was a 38% decrease in this category from September to January. The next largest of number of incidents occurred when students were off task. There was a significant decrease of 25% in this category after the intervention. The third highest number of incidents was in the category of disturbs others. As Table 6 documents there was a drop of 48% in this category. The next highest category was talks back to teacher. The researchers found a 36% decrease in the number of incidents.

Much to the surprise of the researchers, three categories showed an increase in the amount of incidents. The categories were: lies, which went up 21%: leaves seat without permission, up 16%: and, finally, steals from others with an increase of 8%.

Conclusions and recommendations

At the completion of this project the student survey was again given. The data gathered from this survey and the observations of the teachers involved in the project indicated that the number of classroom disruptions had decreased significantly. After the final observations the researchers noticed an increase in the three categories of, leaves seat without permission, lies, and steals from others. The researchers believe this increase was caused because of the structure of the classrooms that were observed. These researchers found that the less structured the class the more incidents of disruption occur. The more structured the class the less behavioral problems. For example the number of disruptions in an art class or computer class is significantly higher than those of a more structured

class such as science or math. The final survey also showed that most students had gained a greater understanding of their feelings and a greater sense of empathy for their peers.

Final recommendations from these researchers are that the interventions become part of the yearly curriculum. The targeted topic improving student behavior through social skills instruction was believed to be relevant to the students' needs. The time table for this project was believed to be adequate for achieving the set goals.

Informal remarks from students about the lessons presented were judged to be favorable. Students showed steady progress in applying the social skills that were presented. Students also commented that they enjoyed working together in cooperative groups. The cooperative groups were felt to be very productive by the researchers working on the project. The researchers noted that as students became more familiar with working in cooperative groups the teacher spent less time with discipline problems in the classroom. The researchers also noted that students showed a better self awareness and politeness towards others in their class.

The researchers had been concerned before going into the intervention that parents might object to time being spent away from the teaching of basic academic skills. These concerns were unfounded as many parents as well as students gave very favorable comments throughout the intervention. Also during parent teacher conferences, which were held one conference during the intervention and one conference after the intervention, many parents commented to the teacher that they had seen changes in

their childrens' attitude towards school and their feelings towards others. One parent did tell the researchers that she would like to see more time spent on the teaching of social skills throughout the entire school year. Others also thought that this intervention should be entered into the regular curriculum.

These researchers believe that the teaching of social skills is a prerequisite to any other type of teaching. If time is not taken to teach these valuable social skills, student management will be more difficult and more time consuming. More importantly, the researchers found that students feel safer, are happier, and can function more easily in a classroom setting.

The writers of this paper also found that since students had been taught social skills strategies, teachers needed to intervene less frequently with disruptive students and off task behavior. The researchers suggest that classrooms, where the teacher spends more time with the direct instruction of social skills, may become more efficient for teachers to teach and for students to work and learn.

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Appendix A

Teacher Survey

	Most	Several	Few	Hardly any
1. Students have a difficult time working in groups.				
2. Students show little or no respect for other students.				
3. Students show little or no respect for adults.				
4. Students do not follow classroom rules.				
5. Discipline problems interfere with instructional time				
6. Behavior problems are sent out of class.				
7. Do you have more discipline now than five years ago?				

Appendix B

Student Survey

	Always	Most of the time	Sometimes	Never
1. Do you like yourself?				
2. Do you have friends?				
3. Do you get along with your classmates?				
4. Do you get along with your family?				
5. Do you act the same way at school that you do at home?				
6. Do you like school?				
7. Do you like your teachers?				
8. Do you like working in groups?				
9. Do you like other students in the class?				
10. Do you think you are well behaved?				

Appendix C

Behavior Observation Checklist

OBSERVED BEHAVIORS	TALLY	TOTAL
1. Talks out of turn		
2. Disturbs others		
3. Leaves seat without permission		
4. Talks back to teacher		
5. Lies		
6. Steals from others		
7. Off task		
TOTAL DISRUPTIONS		

Class _____

Teacher _____

Time _____